



# **Islamic School of Canberra**

## **Information Pack**

### **Year 10**

#### **Term 2**



## Teaching Beliefs:

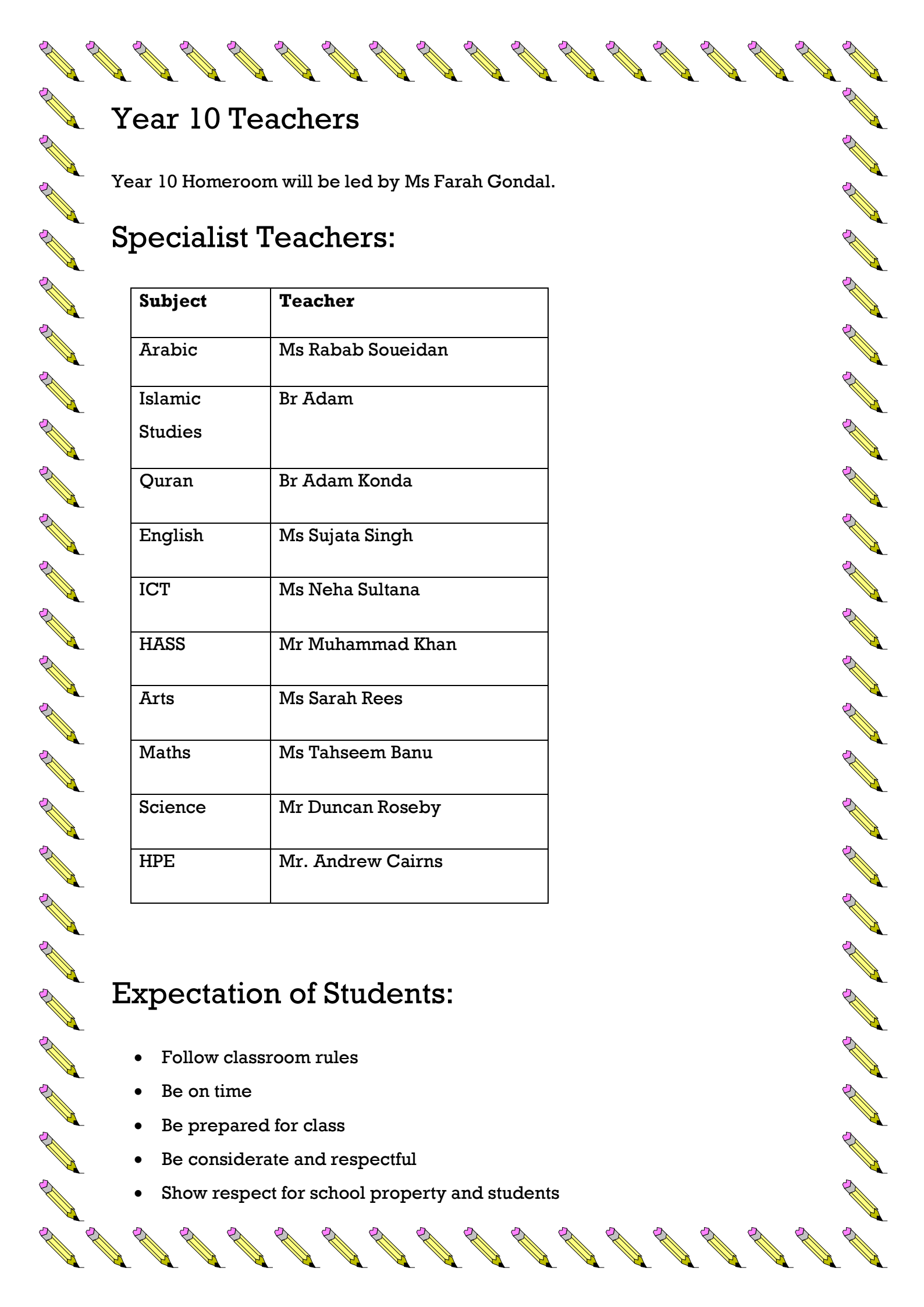
Year 10 team believes that every student has potential. As teachers it is our job to harness this potential as much as it is possible. We believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences. Our students' diverse intelligences, talents, skills, interests, and backgrounds enrich our school and our lives as teachers.

## Our Vision:

Together we strive for opportunity and success and promote excellence in Learning and Teaching,

We aim to;

- Create an engaging, motivating, and intellectually stimulating learning experience.
- Encourage the spirit of critical inquiry and creative innovation.
- Encourage students 'to have a go' and take risks.
- Be responsible of their own learning.
- Provide students with realistic but challenging goals and recognising the effort they put towards achieving these goals.
- Promote team work and value each students' contribution.
- Provide a stimulating classroom environment that generates active interest in topics.
- Use ICT to increase student choice and flexibility with respect to their learning.



# Year 10 Teachers

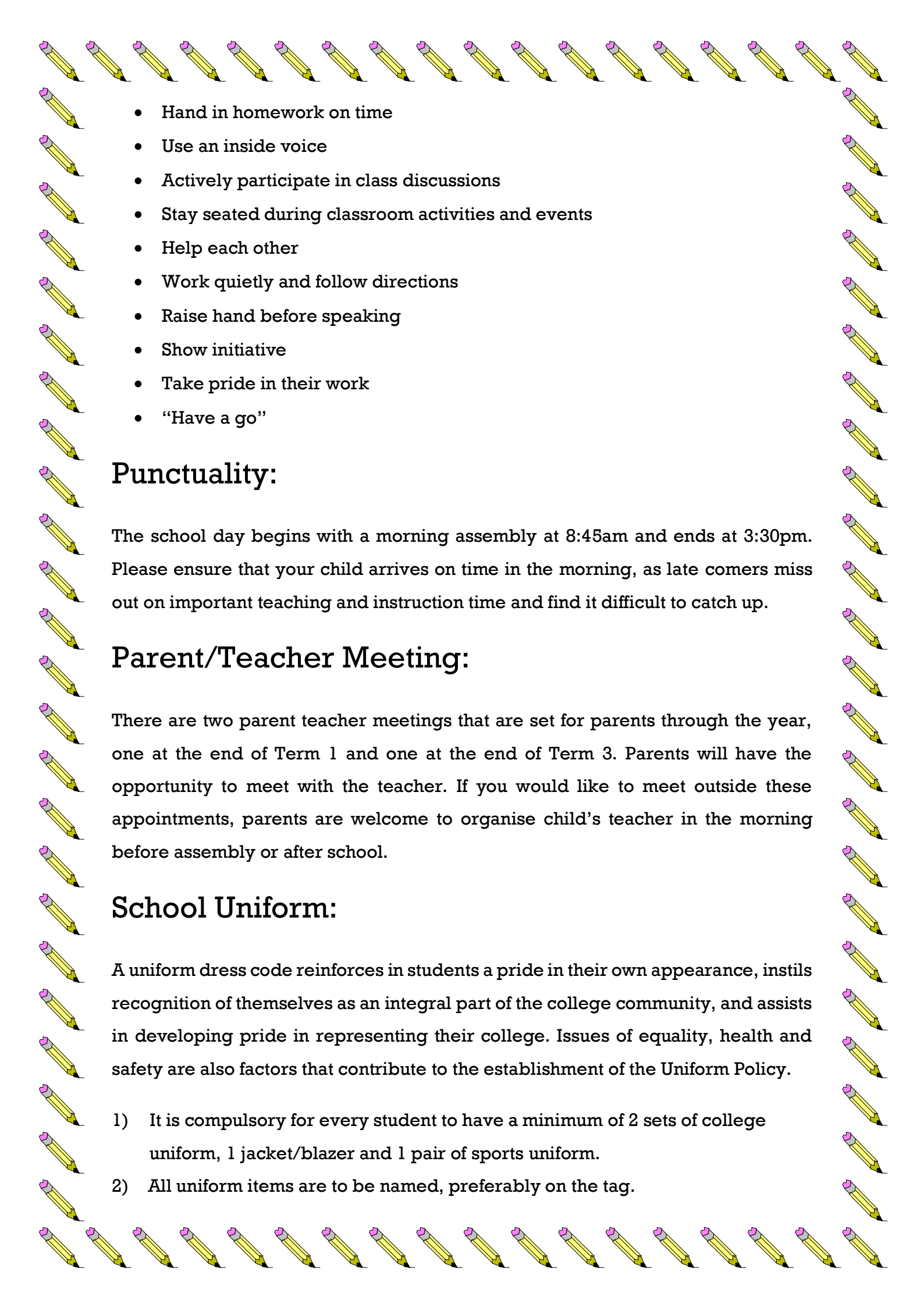
Year 10 Homeroom will be led by Ms Farah Gondal.

## Specialist Teachers:

<b>Subject</b>	<b>Teacher</b>
Arabic	Ms Rabab Soueidan
Islamic Studies	Br Adam
Quran	Br Adam Konda
English	Ms Sujata Singh
ICT	Ms Neha Sultana
HASS	Mr Muhammad Khan
Arts	Ms Sarah Rees
Maths	Ms Tahseem Banu
Science	Mr Duncan Roseby
HPE	Mr. Andrew Cairns

## Expectation of Students:

- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for school property and students

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- Hand in homework on time
  - Use an inside voice
  - Actively participate in class discussions
  - Stay seated during classroom activities and events
  - Help each other
  - Work quietly and follow directions
  - Raise hand before speaking
  - Show initiative
  - Take pride in their work
  - “Have a go”

## Punctuality:

The school day begins with a morning assembly at 8:45am and ends at 3:30pm. Please ensure that your child arrives on time in the morning, as late comers miss out on important teaching and instruction time and find it difficult to catch up.

## Parent/Teacher Meeting:

There are two parent teacher meetings that are set for parents through the year, one at the end of Term 1 and one at the end of Term 3. Parents will have the opportunity to meet with the teacher. If you would like to meet outside these appointments, parents are welcome to organise child’s teacher in the morning before assembly or after school.

## School Uniform:

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the college community, and assists in developing pride in representing their college. Issues of equality, health and safety are also factors that contribute to the establishment of the Uniform Policy.

- 1) It is compulsory for every student to have a minimum of 2 sets of college uniform, 1 jacket/blazer and 1 pair of sports uniform.
- 2) All uniform items are to be named, preferably on the tag.



## Boys

- Boys Pants
- Short Sleeved Shirt (Summer)
- Long Sleeved Shirt (Winter)
- Tie
- Hat Slouched (Terms 1 and 4)
- Wool Jumper

### Sports Uniform

- Track Pants
- Short Sleeved Polo (Summer)
- Long Sleeved Polo (Winter)
- Fleece or Track Jacket

## Girls

- Tunic (Dress) (Years K to 4)
- Long Sleeved Blouse and Ankle length skirt (Years 5 – 9)
- 2 Piece Hijab
- Hat (Baseball or Slouch) (Terms 1 and 4)
- Wool Jumper

### Sports Uniform

- Track Pants
- Short Sleeved Polo (Summer)
- Long Sleeved Polo (Winter)

Fleece or Track Jacket

## School Procedures:

- School Assembly: 8:45am
- School finishes: 3:30pm
- Late comers and early leavers must obtain a pass from the office.
- Absences must be informed in writing by calling the school office.
- Absences should be minimised in the best interest of the child.
- Holidays during school days and long term absences are discouraged for the child's benefit.
- Homework will be regularly given on a weekly basis and collected on assigned days by the teachers.
- Students are expected to have all required items with them at all times.
- Recess and lunch – healthy food and water is encouraged.
- Parent's current address and telephone numbers should be in school records.
- Allergies and medical conditions must be notified to the school
- Update your child's medical record if needed
- Students' prescribed medication e.g. puffer, epi-pen etc. must labelled and required in school at all times.



## Behaviour Management

The key components of Islamic School of Canberra approach to student management are:

- Teaching positive behaviours
- Logical consequences to address appropriate and inappropriate behaviours.
- Consistent with the consequences
- Emphasis on developing a strong positive relationship between teachers and students through regular circle time discussions
- Restorative Practices are introduced to maintain personal pride and dignity
- Classroom award systems

## School Canteen:

The canteen is open this year. A canteen list has been sent home. If your child would like to order food from the canteen, please clearly write the items you want to order and send it in a secure bag. If they would like to order food for recess and/or lunch send the orders in separate bags.

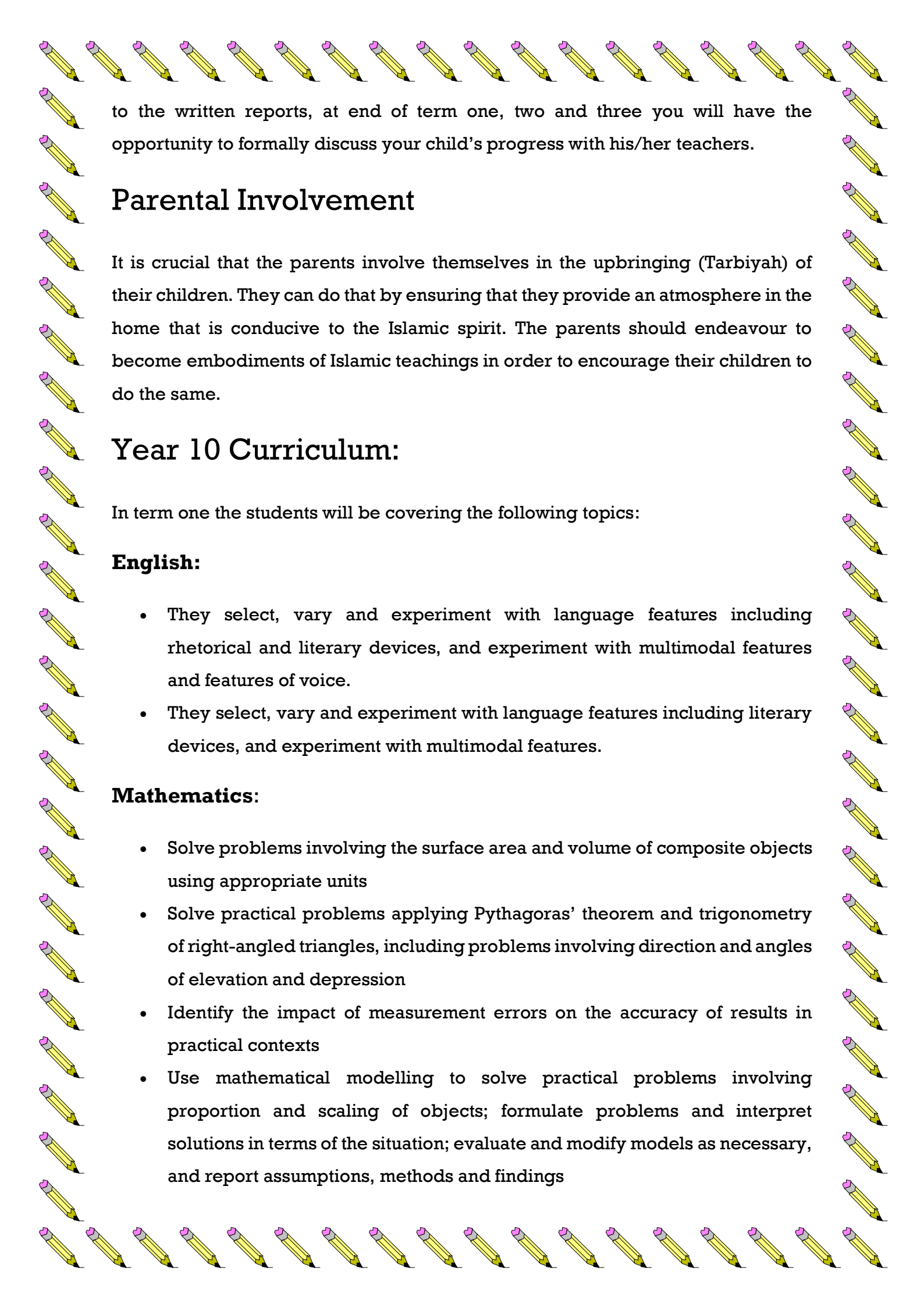
## School Library

The school library is available for students to use during our designated time once a week. Students are able to borrow one book per week. Students are encouraged to read the books they borrow at school and at home.

## Assessment and reporting

Your child's progress is monitored during the year through formal and informal assessments. Teachers constantly assess and record the assessment to gauge their understanding and competency.

You will receive a detailed written report at the end of term two and term four. You will also receive an interim report at the end of term one and term three. In addition



to the written reports, at end of term one, two and three you will have the opportunity to formally discuss your child's progress with his/her teachers.

## Parental Involvement

It is crucial that the parents involve themselves in the upbringing (Tarbiyah) of their children. They can do that by ensuring that they provide an atmosphere in the home that is conducive to the Islamic spirit. The parents should endeavour to become embodiments of Islamic teachings in order to encourage their children to do the same.

## Year 10 Curriculum:

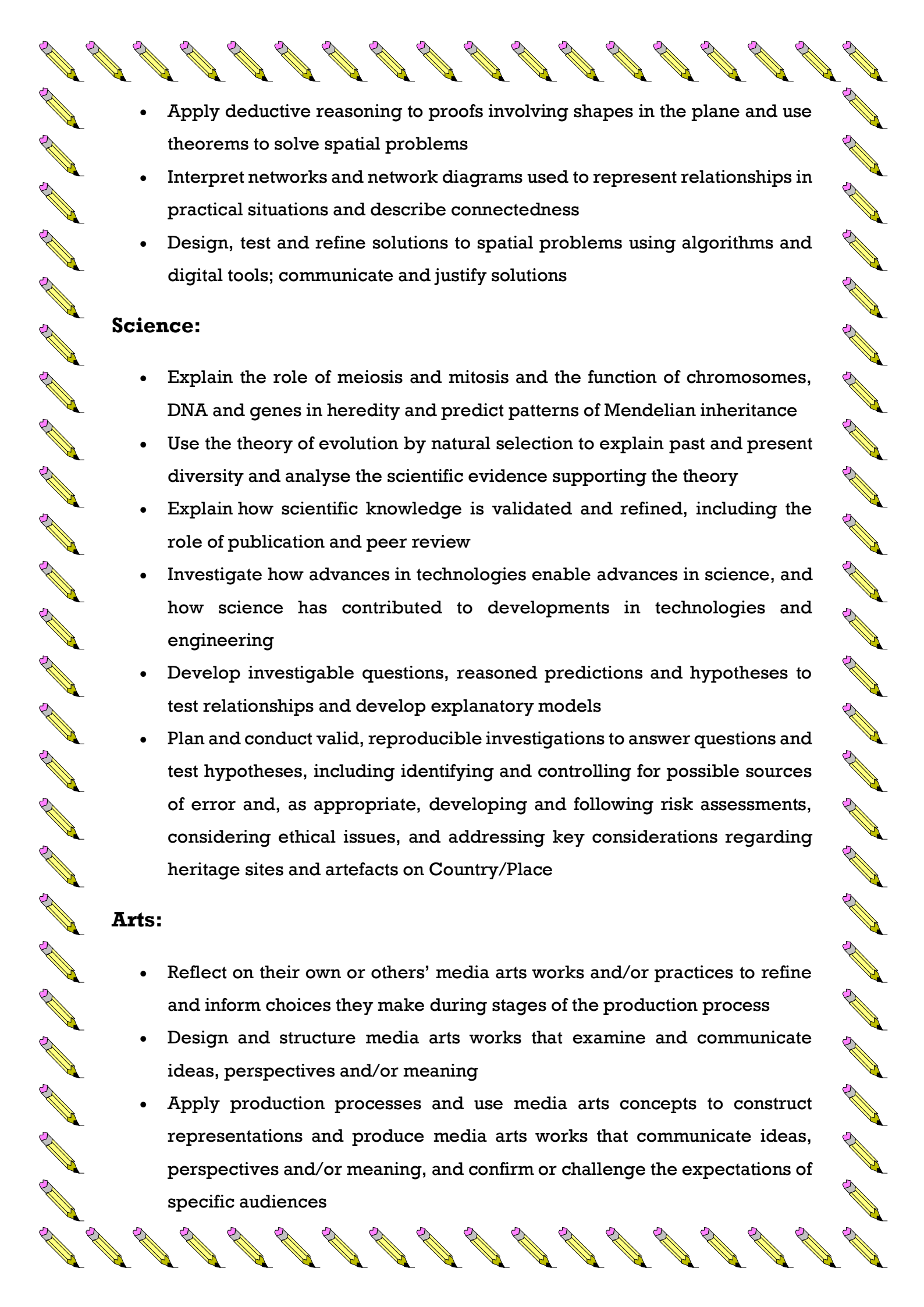
In term one the students will be covering the following topics:

### **English:**

- They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.
- They select, vary and experiment with language features including literary devices, and experiment with multimodal features.

### **Mathematics:**

- Solve problems involving the surface area and volume of composite objects using appropriate units
- Solve practical problems applying Pythagoras' theorem and trigonometry of right-angled triangles, including problems involving direction and angles of elevation and depression
- Identify the impact of measurement errors on the accuracy of results in practical contexts
- Use mathematical modelling to solve practical problems involving proportion and scaling of objects; formulate problems and interpret solutions in terms of the situation; evaluate and modify models as necessary, and report assumptions, methods and findings

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- Apply deductive reasoning to proofs involving shapes in the plane and use theorems to solve spatial problems
  - Interpret networks and network diagrams used to represent relationships in practical situations and describe connectedness
  - Design, test and refine solutions to spatial problems using algorithms and digital tools; communicate and justify solutions

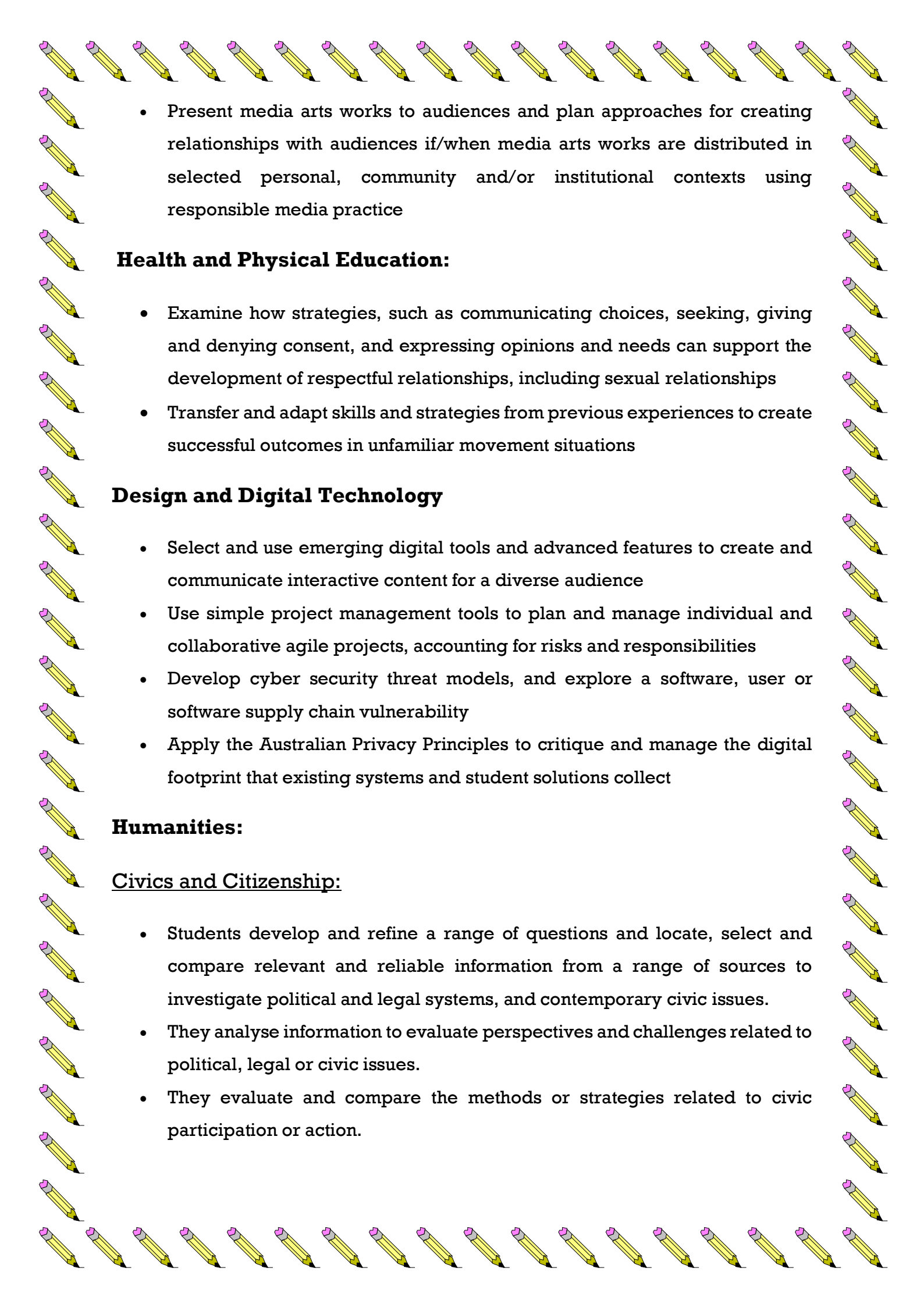
### **Science:**

- Explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance
- Use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory
- Explain how scientific knowledge is validated and refined, including the role of publication and peer review
- Investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering
- Develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models
- Plan and conduct valid, reproducible investigations to answer questions and test hypotheses, including identifying and controlling for possible sources of error and, as appropriate, developing and following risk assessments, considering ethical issues, and addressing key considerations regarding heritage sites and artefacts on Country/Place

### **Arts:**

- Reflect on their own or others' media arts works and/or practices to refine and inform choices they make during stages of the production process
- Design and structure media arts works that examine and communicate ideas, perspectives and/or meaning
- Apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning, and confirm or challenge the expectations of specific audiences



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- Present media arts works to audiences and plan approaches for creating relationships with audiences if/when media arts works are distributed in selected personal, community and/or institutional contexts using responsible media practice

### **Health and Physical Education:**

- Examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships
- Transfer and adapt skills and strategies from previous experiences to create successful outcomes in unfamiliar movement situations

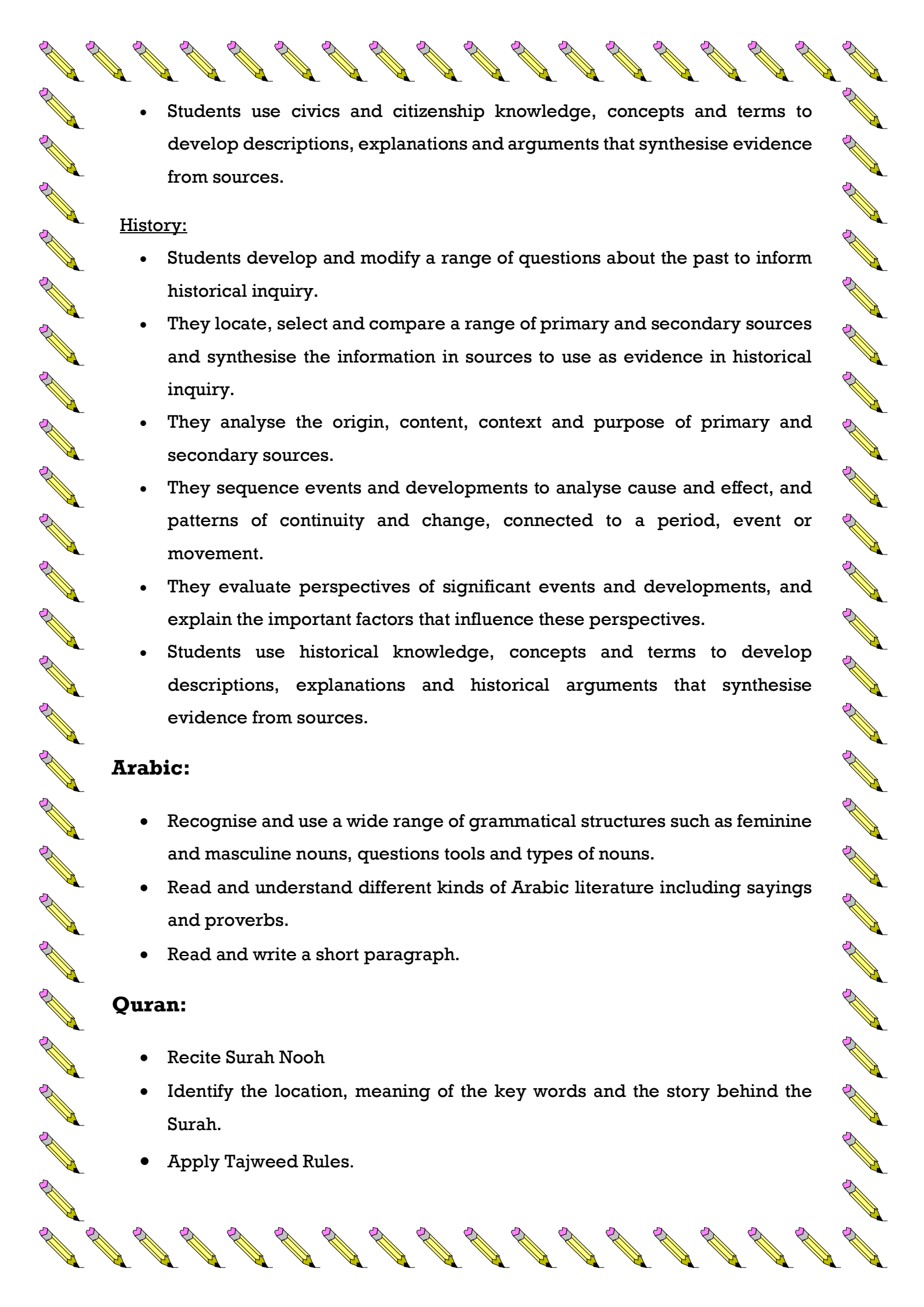
### **Design and Digital Technology**

- Select and use emerging digital tools and advanced features to create and communicate interactive content for a diverse audience
- Use simple project management tools to plan and manage individual and collaborative agile projects, accounting for risks and responsibilities
- Develop cyber security threat models, and explore a software, user or software supply chain vulnerability
- Apply the Australian Privacy Principles to critique and manage the digital footprint that existing systems and student solutions collect

### **Humanities:**

#### Civics and Citizenship:

- Students develop and refine a range of questions and locate, select and compare relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues.
- They analyse information to evaluate perspectives and challenges related to political, legal or civic issues.
- They evaluate and compare the methods or strategies related to civic participation or action.

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- Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and arguments that synthesise evidence from sources.

### History:

- Students develop and modify a range of questions about the past to inform historical inquiry.
- They locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry.
- They analyse the origin, content, context and purpose of primary and secondary sources.
- They sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement.
- They evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives.
- Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.

### **Arabic:**

- Recognise and use a wide range of grammatical structures such as feminine and masculine nouns, questions tools and types of nouns.
- Read and understand different kinds of Arabic literature including sayings and proverbs.
- Read and write a short paragraph.

### **Quran:**

- Recite Surah Nooh
- Identify the location, meaning of the key words and the story behind the Surah.
- Apply Tajweed Rules.



## Islamic Studies:

- Students recognise the ten commandments and Islam
- Students recognise Adam and Eve in the garden
- Students learn about women in the Quran
- Students understand a Muslim family
- Students recognise the status of women in Islam
- Students understand marriage to non-Muslims and marrying four women

## Homework due dates:

- Homework will be given by the subject teachers on regular basis, this could be in the form of unfinished class work, projects or revision for tests.